

# **Best Practice Resources for TANF Jobs Program Development**

## Table of Contents

EXECUTIVE SUMMARY .....	3
ASSESSMENT .....	5
<b>A. Screening</b> .....	5
<b>B. Performing Strengths-Based Assessment</b> .....	7
CASE MANAGEMENT .....	8
<b>A. Transportation</b> .....	8
<b>B. Child Care</b> .....	11
<b>C. Criminal Records</b> .....	13
<b>D. Language and Literacy</b> .....	14
<b>F. Substance Abuse and Mental Health</b> .....	19
<b>G. Culture and Language</b> .....	21
<b>H. Disabilities</b> .....	22
<b>H. Domestic Violence</b> .....	23
<b>I. General Case Management</b> .....	25
PRE- AND POST-EMPLOYMENT STRATEGIES .....	28
<b>A. Pre-Employment Services</b> .....	28
<b>B. Post-Employment Services</b> .....	30
<b>C. Supported Transitional Employment</b> .....	30
<b>D. Supported Transitional Public Employment</b> .....	33
INCENTIVES .....	34
OTHER ISSUES .....	36
<b>A. Client-Centered Service Delivery</b> .....	36
<b>B. Culturally Appropriate Service Delivery</b> .....	36
<b>C. Promoting Marriage</b> .....	37
<b>D. Promoting Education for Children</b> .....	37
<b>E. Service Co-Location</b> .....	37

## EXECUTIVE SUMMARY

While there is no national consensus on what constitutes a “model,” “best,” or “promising” practice in the implementation of Temporary Assistance to Needy Families (TANF) jobs programs, numerous states and organizations have identified innovative programs and policy initiatives that promote **better service delivery** and **enhance the potential for self-sufficiency**. The following information 1) highlights issue areas for innovation and development; 2) provides an outline of the key concept (s); and 3) provides a link to additional, more in-depth, information.

### *Summary of Key Findings*

#### Assessment

The research underscores the importance of comprehensive screening of clients as a means of fully assessing their needs and barriers to employment. Many states are using a combination of several discrete screening tools with ALL clients as part of the initial assessment process to identify and uncover specific problem and strength areas. Validated screening tools are plentiful. The most common areas for assessment include: *Learning, Literacy, Mental Health, Substance Use, Employability, and Self-Sufficiency*.

#### Case Management

Case managers are responsible for helping their clients overcome the many barriers to employment by engaging other agencies that can provide the needed assistance. The most common barriers to employment and the most effective methods for overcoming them are:

- *Transportation* – Collaboration with organizations that provide 24/7 door-to-door transportation or that facilitate vehicle acquisition and maintenance can provide transportation.
- *Child Care* – Training, support, and subsidies for kinship care, collaboration with Head Start programs, and transitional child care can allow single parents to obtain employment.
- *Criminal Records* – This is single most difficult barrier to employment but can be moderated with pre- and post-release programs that prepare ex-offenders for sustained employment.
- *Language and Literacy* – Workplace literacy, family literacy, and English as a second language are all best accomplished in a hybrid classroom/workplace environment.
- *Substance Abuse and Mental Health* – The most effective practice for supporting clients with these barriers is to include a treatment professional on the case management team.
- *Culture and Language* – States and communities with high concentrations of refugees, immigrants, and others with limited English proficiency staff multi-lingual case managers.
- *Disabilities* – Disabled clients who are nevertheless ineligible for SSI are best served through long-term case coordination and specialized vocational assessment.
- *Domestic Violence* – Case managers and employers require special training to recognize the often hidden signs of domestic violence that can interfere with sustained employment.
- *General Case Management* – The most common strategy for effective case management is collaboration and/or co-location with providers of support services.

#### Pre- and Post-Employment Strategies

Placing clients in sustainable employment positions requires preparation and support. The most common strategies for preparing clients for success in the work force are:

- *Pre-Employment Services* – The most common pre-employment service is vocational training, often in conjunction with a community college and local employers.
- *Post-Employment Services* – Extended case management lasting a year or more has been demonstrated to be effective in sustaining client employment.
- *Supported Transitional Private Employment* – Successfully maintaining client employment typically begins with placement in part-time or limited-skill positions with on the job training.
- *Supported Transitional Public Employment* – Short-term and part-time positions with public agencies that provide close supervision provide clients with income and work experience.

### Incentives

Among the states that have privatized TANF functions, the most effective payment and incentive structures have been:

- *Pay for Performance* – This bonus equals a percentage of the overall contract and is paid if performance goals (e.g., 90- and 180-day employment retention) are exceeded.
- *Graduated Bonuses* – These bonuses equal percentages of the overall contract that are weighted to reflect the relative importance of specific performance targets.
- *Core and Incentive Payments* – Core payments are flat percentages of the vendor's overall budget on top of which incentive payments can be earned.
- *Cost Reimbursement and Performance Bonuses* – In this model, vendor costs are reimbursed and performance bonuses are paid at the end of the contract period.

### Other Issues

Privatization efforts are impact by many issues. Successful privatization efforts are characterized by client-centered service delivery, culturally appropriate service delivery, marriage promotion, education promotion, and service co-location.

## ASSESSMENT

### A. Screening

#### 1. Learning Disabilities

- a. The State of Washington determined that 37% of its TANF population had at least one form of learning disability significant enough to present a barrier to employment. They use a validated *Learning Needs Screening Tool* as part of the initial assessment that screens for 13 areas of learning need. Specific education and training plans are then built on the results of this screening.

Source: [www.ncwd-youth.info/assets/guides/assessment](http://www.ncwd-youth.info/assets/guides/assessment)

#### 2. Literacy

- a. *Adult Literacy* - The National Adult Literacy Survey measures literacy along three scales — prose, document, and quantitative — composed of literacy tasks that simulate the types of demands that adults encounter in everyday life. The literacy tasks administered in this survey included 81 new tasks as well as 85 tasks that were included in the previous young adult and job-seeker surveys.

Source: <http://nces.ed.gov/naal/design/design92.asp#book>

- b. *Adult Achievement* - The Canadian Adult Achievement Test (CAAT) is a battery of tests designed to measure the level of educational achievement among adults on three levels. Level A is for adults who have had from one to four years of formal education. Level B is for adults who have had from five to eight years of formal education. Level C is for adults who have had at least eight years of formal education and may or may not have graduated from high school.

Source: <http://www.creativeorgdesign.com/testpages/caat.htm>

- c. *Basic Education* - The Tests of Adult Basic Education (TABE), Forms 5 and 6 are norm-referenced tests designed to measure achievement in reading, mathematics, and spelling and focus on the basic skills required for a person to function in society. The instrument has seven sections which include reading vocabulary, reading comprehension, mathematics computation, mathematics concepts and applications, language mechanics, language expression, and spelling. There are four overlapping levels with estimated grade ranges.

Source: [www.nifl.gov/readingprofiles/MC\\_Using\\_Assessments.htm](http://www.nifl.gov/readingprofiles/MC_Using_Assessments.htm)

#### 3. Alcohol and Substance Abuse

- a. *Self-Scoring* - Michigan uses a simple, validated alcohol screening tool that is self-scoring to promote client-participation in the assessment.

Source: [www.ncadd-sfv.org/symptoms/mast\\_test.html](http://www.ncadd-sfv.org/symptoms/mast_test.html)

- b. *Multi-Level* - The New York State Department of Social Services screens all applicants using a 10-point questionnaire. Two (2) or more positive answers precipitate a follow-up assessment using a lengthier, 45-minute survey to determine an alcohol or other drug problem and recommended treatment level.

Source: [http://www.preventionnetwork.info/dss\\_info.htm](http://www.preventionnetwork.info/dss_info.htm)

- c. *Drug Use* - The California, Michigan and New Jersey TANF Programs use modified versions of a best practice *Drug Use Screening Inventory* to measure the severity of alcohol and substance use in 10 domains.

Source: [www.niaaa.nih.gov/publications/Assesing%20Alcohol/InstrumentPDFs/32\\_DUSI-R.pdf](http://www.niaaa.nih.gov/publications/Assesing%20Alcohol/InstrumentPDFs/32_DUSI-R.pdf)

#### 4. Mental Health and Depression

- a. The Center for Epidemiologic Studies at the National Center for Mental Health Services has developed and tested a *Depression Scale* determined to be a best practice in basic screening for depression. California, New Jersey and several other states are adopting this tool for general use in their assessment process.

Source: [www.mhhe.com/hper/health/personalhealth/labs/Stress/activ2-2.html](http://www.mhhe.com/hper/health/personalhealth/labs/Stress/activ2-2.html)

#### 5. Employability

- a. The State of Washington uses an *Employability Screening Tool* to evaluate key areas that impact success at getting and keeping a job. Once approved to receive TANF, the employability screening is conducted to identify any specialized assessments that are needed (drug and alcohol, learning disabilities, etc). If the employability screening determines that a person is not employable or meets the criteria for a good cause deferral, the department defers the job search requirement and refers the client for an intensive assessment procedure.

Source: [www.wroc.org/workfirst.htm](http://www.wroc.org/workfirst.htm)

- b. *Multiple Measures* - There are dozens of web-based employability tests that are simple and interactive provided mostly at no cost. These assessments measure interests, skills, values, or personality or some combination of these. Quintessential.Com, a web-based evaluation company, assessed available Internet employability tests and gave the following tests the highest rating

Assessment	Measures	Ease of Use	Detail of Results
<a href="#">Ansir's 3 Sides of You Self Perception Profiling System</a> This 168-question three-part self-perception test that provides you with insight into your styles of thinking, working, and emoting. Cost: Free	Dominant personality Styles in three realms: Thinking Working and Emoting	Easy to use, 30 minutes	Comprehensive results. More detailed results are available for a fee.
<a href="#">Interest and Skill Survey</a> Online version of a well-known and reputable assessment containing 320 multiple-choice items. Cost: \$17.95	Interests and Skills	Easy to use, 25-40 minutes.	Very comprehensive results, covering nearly 60 occupations and a comprehensive career planner to help interpret results and plan for new career.
<a href="#">ImproveNow Personal Style Indicator</a> This test, with 16 sections with 4 sets of descriptive words that must be ranked, examines your personal style in helping better understand yourself. Cost: Free	Personal Style	Easy to use, but ranking these sets of words requires some thought	One-paragraph report. Personality Style Indicator and Job Style Indicator results can be combined.

<a href="#">Jackson Vocational Interest Survey (JVIS)</a> Developed to assist high school and college students, and adults with educational and career planning, this test contains 289 pairs of job-related activities. Cost: \$14.95	Vocational Interests	45 minutes with encouraging screens that tell your progress and give a pep talk.	Highly detailed report. A particular strength is the results' comparison of similarity to college students in specific majors.
<a href="#">Keirsey Temperament Sorter</a> This 70-question assessment is related to the Myers-Briggs Type Indicator. Cost: Free	Personality	Easy to use, but a little time consuming. Registration required.	Results, in the form of partial Myers-Briggs Types, give descriptions of the types. More detailed report available for \$14.95.

Source: [www.quintcareers.com/online\\_assessment\\_review.html](http://www.quintcareers.com/online_assessment_review.html)

## 6. Self-Sufficiency

- a. The Self-Sufficiency Matrix is a best practice tool to measure self-sufficiency across 10 domains. It is used by the Department of Labor through the Workforce Investment Act programs to assist Job Developers in working with clients to assess strengths and barriers to employment.

Source: [www.hrsa.gov/homeless/pa\\_materials/nlm/flaherty\\_handout\\_1.doc](http://www.hrsa.gov/homeless/pa_materials/nlm/flaherty_handout_1.doc)

## 7. Other

- a. The University of New Mexico provides a 30-item instrument in English and Spanish to measure client transportation needs.

Source: [www.unm.edu/~atr/Moving-Forward-Append-A.pdf](http://www.unm.edu/~atr/Moving-Forward-Append-A.pdf)

## B. **Performing Strengths-Based Assessment**

- a. The Westchester County, New York TANF Caseworker Training Program provides TANF workers with a 10-session employee training program on strength-based assessment.

Source: [www.westchestercommunitynetwork.com/Team\\_Learning\\_Center/General\\_Information](http://www.westchestercommunitynetwork.com/Team_Learning_Center/General_Information)

## CASE MANAGEMENT

### A. Transportation

#### 1. Availability

- a. *24/7 Free Transportation* - CADET Delta Transportation Project Ticket-to-Ride in southeast Arkansas serves those who are low-income and need transportation to prepare for, look for, or go to and from work. Local one-stop agencies determine eligibility and refer clients to the CADET dispatch office. The office links customers with available approved transportation providers in their communities. The program provides service 24 hours per day and is free of charge to eligible customers.

Source: <http://www.dra.gov/>

- b. *24/7 Transportation* - The JAUNT program in Charlottesville, Virginia provides service to residents in five counties in central Virginia. About one third of JAUNT users reside in rural areas. Among the clients served are participants in the Virginia Initiative for Employment not Welfare (VIEW), the state TANF program. VIEW participants receive free transportation to and from job readiness and training classes, employment, day care, and approved educational classes. Rides are provided 24 hours per day, seven days per week. Users must make reservations 24 hours in advance.

Source: <http://www.ridejaunt.org/>

- c. *Demand Response* - Rhode Island Public Transit Authority (RIPTA), Flex Service provides a demand response, curb-to-curb transportation service that operates within five Flex Zones, or suburban or rural areas that have little or no fixed-route bus service. The first two zones were established in areas with high numbers of participants in the Family Independence Program (FIP), Rhode Island's TANF program. Two other zones were then created in areas with high numbers of low-income families and families without cars. Flex Service charges passengers \$1.25 each way, however, it also has several pass programs that allow low-income riders and individuals with disabilities to ride free.

Source: <http://www.ripta.com/schedules/index.php/section/60>

#### 2. Vehicle Acquisition and Maintenance

- a. *0% Interest Vehicle Loans* - Community Resource Group (CRG) in Fayetteville, Arkansas makes zero-interest loans available to welfare recipients and other low-income residents who could not otherwise purchase a vehicle. CRG also accepts donated vehicles, which are reconditioned and sold to low-income families for \$1,000.

Source: <http://www.crg.org/contact.htm>

- b. *Temporary Vehicle Use* - CommuteShare in Burlington, Vermont uses reconditioned vehicles donated by Good News Garage (GNG) to provide eligible residents with affordable, reliable, and flexible transportation to employment, job training, and other job-related services. The service is available to low-income residents who have no other transportation options. GNG works in partnership with the Vermont Department of Prevention, Assistance, Transition and Health Access (PATH) to provide the service, and it schedules rides based on the work



schedules of participants. Applications are available at GNG and through PATH caseworkers. CommuteShare owns the vehicles and is responsible for all maintenance, repair, replacement, and insurance costs.

Source: <http://www.goodnewsgarage.org/vermont.html>

- c. *Special Purchase Programs* - West Center Wisconsin Community Action Agency, Inc. (West CAP) serves seven rural counties in western Wisconsin with the JumpStart program that buys late model, warranted vehicles that meet affordability, reliability, safety and fuel efficiency standards. Participants in the program must be eligible for TANF, need transportation to employment or employment training and meet certain requirements for credit worthiness. Once participants are approved, they work with local credit unions that offer special interest rates.

Source: <http://www.westcap.org/>

- d. *Maintenance Expense* - The Automobile-Related Expense Program of the Mississippi Department of Human Services pays up to \$800 in repairs within any fiscal year to TANF recipients who are working an average of at least 25 hours per week. Recipients must be employed in full- or part-time work that meets his or her work program participation requirements, be working for at least 30 days prior to the service request, and be the person to whom the vehicle is titled. Participants must also have a valid driver's license, be insured, and have the funds available in their program account balance to cover the cost of repairs. Participants complete an application form, and case managers are required to verify all information provided. Individuals making the transition from welfare to work are also eligible for one-time repairs. Former recipients are able to apply for the program within 12 months of the closing of their case.

Source: <http://www.mdhs.state.ms.us/eatanfstplan.pdf>

- e. *Maintenance Education* - EARNACAR in Chautauqua County, New York send clients to class three times a week for two months at a community college to learn basic car maintenance by repairing donated cars. While repairing the cars, the class decides by consensus which student will get which car, according to family needs and personal preference. Upon taking possession of the car, the recipient must be employed. A local bank processes loans for graduates of the class who purchase the repaired cars for \$300 to \$500 depending upon the age of the car. Workers have one year to repay the loan and the county takes advantage of state policy to cover the cost of car insurance for the first year.

Source: <http://www.chric.org/>

### 3 Out-of-School Transportation

- a. *Leveraging School Bus Routes* – In Kansas City, Kansas, the school district provides transportation for students from school to after-school programs. Kid Zone, a program for elementary student, operates at 12 school sites throughout the city. The school district provides transportation for students whose home school does not host a Kid Zone program. Students ride a regular school bus route, but are dropped off at the Kid Zone site instead of their home bus stop. Parents are then responsible for picking their children up at the conclusion of the program.

Source: <http://www.kckps.org/>

- b. *Door-to-Door Service* - Utilizing and/or altering public transit routes and resources – In Spencer, Iowa, the Rides program is operated by a private nonprofit corporation that works to

meet out-of-school transportation needs. Rides has a door-to-door service contract with the local YMCA to transport students from schools to their after-school programs, as well as with the local Head Start programs and schools for disabled students. The Rides program fleet includes a total of 70 minivans, raised-roof vans, and passenger vans. Drivers receive training in transporting children and are subject to criminal record and child abuse background checks.  
Source: <http://www.spencer-ia.com/>

- c. *Multiuse Transportation* – In Fairfax County, Virginia, the Fairfax Connector provides public transportation in established routes as well as bus stops and bus information centers at local middle and high schools, community centers, and libraries. In addition, the county Community and Recreation Department contracts with Fairfax Connector to provide charter service during the summer months from two middle schools to a teen center. Fairfax Connector has a fleet of 172 buses ranging from size from 30 to 40 feet in length and the fare is \$.50 per trip.  
Source: <http://www.fairfaxcounty.gov/connector/>

#### 4. General

- a. *General and Medical Transportation* - Community Action Transit in northeast Iowa provides in-town trips to meal sites, jobs, classrooms, hospitals, clinics, and shopping. It also provides out-of-county and out-of-state trips for medical visits.  
Source: <http://www.neicac.org/NRTS.html>
- b. *Employer Transportation Assistance* - The "Work for Wheels" initiative created by Lockheed Martin staff is a para-transit service that holds the payments made for each rider in a special account. If the worker stays on the job for three months, he gets the money in the account to use for a down payment on a car. Lockheed staff members work with local car dealers to arrange loans. Similar to an Individual Development Account, this program is funded by a competitive grant for innovative projects from the state TANF block grant.  
Source: <http://www.wheelsbus.com/>
- c. *Maps and General Services* - Career Directions is an interactive mapping site that provides information about Delaware's employers, licensed child care facilities, public transportation, adult training sites, and public and private schools. It also includes off-hour transportation services; transitional transportation services in areas not served by public transit; van pools operated by Delaware Housing Authority sites in rural areas; Cars for Careers, a vehicle ownership program in rural areas; a Night Owl service; and reverse commuting routes to suburban industrial sites. Delaware funds these services with TANF block grant funds, Job Access funds, and state funds.  
Source: <http://delaware.gov/>
- d. *Transitional Transportation* - Under the Florida Work and Gain Economic Self-Sufficiency (WAGES) program, transitional transportation may be provided for up to one (1) year after the participant is no longer eligible for Temporary Cash Assistance due to earned income. Transitional Transportation services must be job related and can involve cooperative arrangements with such organizations as public transit providers, school districts, churches, ridesharing programs, etc. The Local WAGES Coalition Service Providers are authorized to provide payment for vehicle operational and repair expenses. These may include repair

expenditures necessary to make a vehicle functional such as vehicle registration fees, driver's license fees, and liability insurance for the vehicle for a period of up to six months.

Source: <http://www.dcf.state.fl.us/ess/tanfweb.shtml>

## **B. Child Care**

### **1. Kinship Care**

- a. *Caregiver Training* - The Kinship Education, Preparation and Support Program in Los Angeles County, CA combines education with experiential activities to address the needs of relative caregivers, the children in their care, and the birth parents of the children. Sponsored by the Department of Children and Family Services (DCFS), the program's nine-meeting sessions help relative caregivers recognize the range of challenges they will experience in their caregiving roles and provide them with information about available community resources. The meeting structure fosters peer support among the participants and assists DCFS in its permanency planning process by allowing for in-depth assessments of the family caregivers' strengths and needs.

Source: <http://info.citruscollege.com/OrfaleaCenter/FosterCare.htm>

- b. *Telephone Support* - The Kinship Care Warmline, a toll-free listening line, is available to all kinship caregivers in Florida. The service provides emotional and psychological support, as well as information and referral services, to grandparents and other relatives raising children. The Warmline provides information to caregivers regarding medical services, child care, support groups, housing, and educational services, as well as other local resources.

Source: <http://www.flkin.usf.edu/pages/index.asp>

- c. *Subsidies* - The Kinship Care Subsidy Program provides a monthly subsidy to relatives with legal custody or guardianship of a child living in their home and a family income that is less than 150 percent of the federal poverty level. The subsidy is provided for each eligible child residing with a grandparent, aunt, uncle, brother, sister, first cousin, niece or nephew. The payment level is approximately one-half of the state's foster care rate and about \$150 more than the child-only TANF grant. To receive the subsidy, kinship care providers must cooperate with child support enforcement efforts. TANF block grant monies are used to fund the program.

Source: [http://www.dss.state.la.us/departments/ofs/Food\\_Stamp\\_Program.html](http://www.dss.state.la.us/departments/ofs/Food_Stamp_Program.html)

- d. *Housing* - GrandFamilies House in Boston is the nation's first housing program specifically for grandparent-headed families. GrandFamilies House is comprised of 26 two, three and four bedroom apartments with extensive communal program space. The House has an on-site resident services coordinator and house manager who provide educational programs and referrals to outside services. In addition, Generations Learning Together, a YWCA-sponsored program, offers an on-site preschool and after-school care program. The after-school program provides residents with access to a computer learning center, homework assistance, and senior fitness activities.

Source: <http://www.afsc.org/pwork/0399/039902.htm>

- e. *Grandparents* - The Grandparents Raising Grandchildren Partnership in Wisconsin is a statewide network of individuals, agencies, organizations, and professionals who provide services to or for grandparents raising their grandchildren and/or children and their families.

The Partnership is working to train local agencies and organizations on how to establish support groups for grandparent caregivers so they can provide technical assistance to tribes, counties and communities in their area. In addition, the Partnership is identifying funding sources for seed money to enable communities, counties and tribes to establish local support groups.

Source: <http://www.uwex.edu/ces/gprg/gprg.html>

## 2. Head Start

- a. *Local Partnerships* - The KCMC Child Development Corporation in Kansas City, Missouri partners with local child care providers to provide full-day, full-year services to Head Start-eligible children. Through this partnership, called Full Start, KCMC uses federal dollars to leverage state, local, and private funds. Child care providers receive reimbursement and technical assistance from KCMC.

Source: <http://www.kcmccdc.org/index.html>

- b. *Integrated Services* - In Washington the Puget Sound Educational Service District Head Start program (Puget Sound ESD), the largest Head Start program in the Northwest, provides full-day, full-year early childhood care and education services to more than 1,800 children of low-income families in suburban Seattle-Tacoma. Puget Sound ESD, through partnerships and contracts with 12 licensed center-based care providers and 12 licensed family child care providers, uses an integrated model to deliver comprehensive child care and family support services. Every child enrolled in the program receives both Head Start and child care services. Programs use Head Start funds to hire additional staff to provide intensive high quality services, including family support specialists and additional teachers to provide staff time for curriculum development, home visits, and training. Head Start funds also enhance the salaries of all staff participating in the delivery of Head Start services, making it possible for programs to attract and retain highly qualified staff.

Source: <http://www.psesd.org/ecfs/default.html>

## 4. General

- a) *Transitional Child Care* - The Florida Work and Gain Economic Self-Sufficiency (WAGES) program provides two categories of Transitional Child Care (TCC) authorized by the Department of Children and Families: Transitional Child Care which does not meet the "3 of 6 month criteria" and Transitional Child Care which meets the "3 to 6 month criteria." Transitional Child Care (TCC) may be available for up to 2 years after a participant has been determined to be ineligible for Temporary Cash Assistance or if the participant "opts not to receive" due to earned income. Temporary Cash Assistance from another state may count for two of the three months required. The childcare authorization is made by the Economic Self-Sufficiency public assistance specialist for an initial eligibility period of 90 days and covers the hours of employment plus reasonable transportation time. Subsequent care can be provided if funds are available and the client continues to meet eligibility requirements. Transitional Child Care (TCC) is only available to former WAGES Program recipients who were receiving Temporary Cash Assistance. These people must be employed, and either "opt not to receive" cash assistance or they must have become ineligible for cash assistance due to earned income. Childcare is payable for the hours of employment plus reasonable transportation time.

Source: <http://www.dcf.state.fl.us/ess/tanfweb.shtml>

- b) *Teenagers* - Illinois funds the Teen REACH model of pregnancy prevention to provide alternatives to high-risk behaviors through structured activities during out-of-school time hours. The core elements of the program include academic assistance, recreation, mentoring, and life skills. Services are targeted to high-risk families as defined by factors such as parental employment status and receipt of TANF assistance.  
Source: <http://www.springfieldfederation.org/teenreach.htm>

### C. Criminal Records

- a. *Placement* - The Safer Foundation in Illinois provides ex-offenders with assistance in finding jobs. Women ex-offenders with little or no work experience can also receive up to 30 days of workplace culture training. Once the client is placed in a job, he or she meets with an employment specialist to discuss any workplace challenges the client is experiencing. Post-employment services can include case management and job retention and advancement services for a year or more. Other family members are often included in the post-employment process to help identify barriers the ex-offender is facing and to encourage the ex-offender to stick with the job. The foundation also maintains a database for its employment specialists to use in tracking client progress and identifying critical points of intervention when a client may be tempted to leave the job.  
Source: <http://saferfoundation.org/>
- b. *Client Support* - The New York Office of Temporary and Disability Assistance allocates TANF funds to programs providing substance abuse treatment, family reunification and parenting skills, and employment assistance to ex-offenders with TANF-eligible children. Seven programs, four in New York City, received funds to offer outpatient substance abuse treatment, job development, vocational rehabilitation, family counseling, and domestic violence services. For example, the Women's Prison Association & Home, Inc., in Manhattan and Brooklyn provides comprehensive case management services to address the overlapping relationships women with criminal records have with the public assistance, housing, child welfare, health, and criminal justice systems. Some participants will receive job readiness and job placement assistance through the Center for Employment Opportunities. Yonkers General Hospital provides pre-discharge substance abuse treatment planning for the Women's Unit at the Westchester County Jail and 12 months of follow-up services after the inmates' release.  
Source: <http://www.ocfs.state.ny.us/main/>
- c. *Nonviolent Offenders* - The Vera Institute for Justice in New York provides immediate, comprehensive, and effective employment services for men and women returning from prison and other ex-offenders under community supervision in New York City. CEO offers a highly structured, job-focused model of services to nonviolent felony parolees, individuals on work release, and those on probation. The CEO model begins with job-readiness training, including classroom life skills training. Within one week of enrollment, participants are assigned to the Neighborhood Works Program (NWP), a transitional work experience program that provides short-term, minimum-wage employment. NWP work crews do maintenance, repair, and sanitation jobs for dozens of government facilities in the New York City area. Conceived as an employment lab, NWP provides job-readiness training so participants can learn the essential skills necessary for joining the workforce in addition to receiving a steady paycheck. CEO's Employer-Driven Skill Building programs enable participants to be trained in skills targeted to



well-paying private-sector jobs at or near their transitional work sites. Simultaneously, through the Vocational Development Program, participants receive extensive job development services and are placed in permanent jobs. The organization provides post-placement follow-up services for at least twelve months. CEO's Responsible Fatherhood Program, as part of the organization's reentry program, coaches, mediates, and advocates for participants seeking to become responsible non-custodial fathers. CEO provides support services throughout the process, even after the regular post-placement contacts.

Source: <http://www.vera.org/>

- d. *Integrated Services* - Pioneer Human Services (PHS) is an entrepreneurial nonprofit corporation in Washington that serves ex-offenders and former substance abusers. PHS uses a social enterprise model that integrates self-supporting businesses with many client services. Pioneer's correctional approach is to provide multiple services to clients, including housing, counseling, employment, job training, and even inpatient treatment if necessary. PHS operates self-supporting, competitive businesses that provide many of the clients in PHS programs with the employment and job training components of PHS's integrated approach. These businesses include manufacturing, distribution, warehousing, and food services and generate almost all of the company's funds as well as provide jobs for its clients. Employee turnover is as high as 50 percent per year, but that rate is expected at PHS. High turnover means that trainees are leaving for better-paying private-sector jobs. PHS's elaborate and highly structured training system eases the transition when turnover occurs.

Source: <http://www.pioneerhumanserv.com/>

- e. *Pre- and Post-Release Services* - The Texas Workforce Commission, in collaboration with the Texas Department of Criminal Justice and the Texas Youth Commission, administers Project RIO. Participants are offered both pre-release and post-release services. RIO makes its presence known in the prison system through the first orientation for new inmates; presentations by RIO staff, former participants, and employers who have hired RIO participants; and upon prisoners' release. The project provides vocational, educational, and job preparation services for inmates through the Windham School, a school operating within the state's prisons. Assessment specialists from the Texas funded by Project RIO, work with Windham staff to provide assessments and testing, job-readiness training, and life skills programs. Parole officers refer many ex-offenders to RIO. RIO-funded employment specialists in local workforce commission centers provide job preparation and placement services. They have access to the Texas Workforce Commission's database of job openings and can match specific clients with job openings based on their skills. The employment specialists follow up with employers and participants on a regular basis. The specialists can also provide access to social and community services for the participants who need them.

Sources: <http://www.twc.state.tx.us/svcs/rio.html>

## **D. Language and Literacy**

### **1. Workplace Literacy**

- a. *Academic and Practical Skills* - The workplace literacy curriculum at Dorcas Place reflects skills needed in a work environment and encompasses classroom instruction, career awareness,

planning and development activities, and specific pre-vocational training. The focus is on developing various competencies and productivity skills. It is not solely based on academics. However, the curriculum does include activities designed to increase the students' academic skills in math, reading comprehension, writing, computer skills, problem solving, team building, and communication. All students of Dorcas Place are encouraged to complete a portfolio to demonstrate the skills they have gained. The classroom curricula incorporate the competencies needed for success as a worker, family member, and citizen. Program components include classroom curriculum, work readiness workshops, individualized career assessment, goal-setting and planning, work site field trips, orientation programs for business, child care, and retail, job shadows at local worksites, internships with local employers, and retention and follow-up provided to students who obtain employment for up to six months.

Source: [www.dorcasplace.org](http://www.dorcasplace.org)

- b. *State and Local Collaboration* - The South Carolina Head Start Family "Independence" Literacy Collaboration Project through the National Center for Family Literacy (NCFL) is working with South Carolina to develop and explore the role of family literacy in welfare reform, specifically with Head Start programs. South Carolina state and local agencies developed a two-pronged collaboration. On one level, the state team, including representatives from the Department of Education (adult education), the state Head Start Collaboration project, and the Department of Social Services, works on issues of program design, combining funding, and issuing requests for proposals. Local programs employ family literacy as a strategy to help Head Start families who received public assistance. The local team is made up of local counterparts to the state team. The team participates in joint training for program implementation, secures commitment of local resources, plans and coordinates adult education, early childhood, welfare and job placement services, and monitors progress and results.  
Source: <http://www.famlit.org/>
- c. *Integrated Services* - LVA-Chippewa Valley in Eau Claire, Wisconsin operates under the umbrella of Literacy Volunteers of America (LVA). The program includes adult basic education instruction, certified preschools, licensed child care, transportation, and social services. This program places students in nonprofit agencies two days a week. They spend the other three days in class preparing for the GED, acquiring employability skills, and polishing up other competencies they needed for work, such as computer literacy. Preschool children attend class nearby. Younger children are in child care programs at the YMCA. Parents also participate in parenting instruction and regular parent-child interaction activities. To assist the ESOL population, preschool and child care hours are extended until 4 pm, so parents can go directly to their various work sites from the morning class. Parents who work longer shifts must find someone else to pick up the children. Many also have weekend jobs. The second site is geared to English-speaking adults and higher level ESOL students who want to upgrade their skills. Adult classes are offered four mornings a week, from 9 am to noon. Child care and other preschool programs are provided in collaboration with the Eau Claire Area School District.  
Source: <http://www.literacyvolunteers.org/>
- d. *Apprentice Model* - In Louisville, Kentucky, the Family Education Program has designed an "Apprentice Transition: From Welfare to Work" approach to family literacy offering parents increasing levels of job shadowing and work experience in the school districts' job categories. Examples of job types include bus monitor, maintenance worker and driver, custodian, teacher's aide, food service worker, and office assistant. Parents who are TANF recipients participate in all components of the Family Education program, including PACT and Parent

Time, with an increasing amount of time focused on job preparation in the Apprentice Transition project. Family Education staff assists apprentices in devising their individual transition plans, based on career choices and TANF requirements. As apprentices reach specified benchmarks of pre-employment skills, they incorporate more job preparation activities into their weekly program activities. Participants begin with the role of job researcher, then qualify for job roles with increasing responsibilities such as job observer/reporter and apprentice/assistant, and then finally become a qualified applicant for full-time employment. Classroom instruction builds on their work experiences. By the end of six to 12 months (depending on their literacy levels) participants will have shifted to 20 hours of work experience with the remaining hours spent in family literacy. Their children attend the Family Education program during all activities. JCPS expects to hire apprentices upon completion of their apprenticeships.

Source: [www.familit.org/ProgramsandInitiatives/WorkFocusedInitiatives/Policy/WelfareReformGuide2/-experimental.cfm](http://www.familit.org/ProgramsandInitiatives/WorkFocusedInitiatives/Policy/WelfareReformGuide2/-experimental.cfm)

- e. *Local School-Based* - Canton City Schools Even Start, Canton, Ohio works to improve basic literacy, numeracy and employability skills of parents; promote children's developmental growth through early childhood education; and empower parents to promote their child(ren)'s cognitive, social/emotional, language and physical development. Families in Canton's Even Start come to school together at their neighborhood elementary school. The adults attend 30 hours a week in their own classroom. Public preschool for 3 and 4 year olds is also located within the same building. Neighborhood child care centers transport children under age 3 to and from the elementary schools and provide developmentally appropriate programming for these children. Head Start transports children attending half-day programs from the elementary school to child care centers for wrap-around care. The program combines work and education into a 30-hour work-based learning site at the elementary school. Parents participate in real work experiences in and around the elementary community. During work experiences, emphasis is on SCANS skills development. The process begins with a 10-hour career assessment performed by Canton City Schools Adult Vocational Education Department and funded by the Department of Human Services. The work-based learning activities and career exploration activities include mentoring, job shadowing, and development of a career passport.  
Source: <http://www.ccsdistrict.org/Adult/ABLE/>
- f. *Case Management Model* - The Rochester City School District operates six family literacy programs held at Family Learning Centers to provide occupational training, computer technology, job readiness training, opportunities for work experience (WEP), and child care and education (infants and toddlers are also served at one center). Adult education, early childhood education, and parent and PACT time are integral at each site. Rochester employs a case management approach, whereby family literacy students receive welfare-to-work services customized to their specific interests. These services may include short-term training courses, WEP assignments, internships, and job placement assistance. The core program schedule remains unchanged: 9 am to 3 pm four days a week, with children in the early childhood room and adults attending adult education, parent time and PACT time daily. Many of the new job readiness opportunities are offered after the regular class hours (e.g. from 3 to 5 pm, with child care provided). Staff work closely with the Department of Social Services to ensure that clients fulfill state requirements and move on a clear path to employment within six to 12 months.  
Source: <http://www.rcsdk12.org/parents/involvement.htm>
- g. *On-the-Job Learning* - The Atlanta Family Learning Program involves parents in work experience for 25 hours per week and in academic training for 10 hours per week. The work



experience provides a safe learning environment for parents. They can choose to be either early childhood or adult education assistants, office assistants, or student recruitment assistants and learn time management, basic office etiquette, conflict resolution, proper work attire, job search skills, budgeting, and basic computer skills, all of which are transferable to other occupations. During the academic time, parents work on basic skills or GED preparation. Instruction connects to their daily lives. Independent study packets enhance the academic learning process beyond the classroom. At the end of the six-month training/academic experience, parents receive a certificate of completion and assistance with job placement in conjunction with the job developers at DFACS. Parents who do not fulfill the requirements may request an extension.

Source: [http://www.atlanta.k12.ga.us/our\\_schools/other/nontraditional/about.html](http://www.atlanta.k12.ga.us/our_schools/other/nontraditional/about.html)

## 2. Family Literacy

- a. *Hardest-to-Serve* - Families That Work is Washington's statewide, work-focused family literacy initiative. Recruitment is targeted at those families receiving TANF considered hardest-to-serve because of multiple barriers to employment. Families That Work blends adult basic education, family management, early childhood education, and parent-child interaction skills promoting the child's literacy development together to form an intensive bundle of services to prepare parents for the workforce, to prepare parents to be involved in their child's education, and to prepare children to enter school ready to learn. Although the program is only a few years old, the results of the Families That Work initiative are promising: 79 percent demonstrated skill increases in work activities; 80 percent met family goals; the average number of hours of work activity participation increased from 20 hours per week to 26.  
Source: <http://www.workfirst.wa.gov/>
- b. *Extreme Poverty* - The state of New York created the Family, Adult and Workplace Literacy (FAWL) program. TANF funds provide grants to Local Service Districts, which coordinate with a local provider to create or expand a work-focused family literacy program. Recruitment is targeted at families living below 200 percent of the federal poverty level. Nine FAWL programs are currently funded.  
Source: <http://www.labor.state.ny.us/>
- c. *Work-Focused Model* - The Family Independence Initiative (FII) began in 1997 with a grant from the John S. and James L. Knight foundation as a work-focused family literacy strategy designed to address the needs of welfare recipients. Career awareness and work preparedness activities are incorporated into the federally defined four-component definition of family literacy services. Programs are located in six cities across the U.S. and have served a total of 617 families.  
Source: <http://www.fiinet.org/>
- d. *Adults and Children* - Careers for Families (CfF) is a National Center for Family Literacy initiative providing work-focused family literacy. CfF adds a workplace readiness component to family literacy services and connects participants to employers. A study conducted last year by NCFL shows optimistic results for participating families: 50 percent of parents entering the program reported their annual income as less than \$12,000. By the end of the school year, that number had decreased to 42 percent. Test of Adult Basic Education (TABE) pre- and post-test scores showed a gain in average reading and math scores by 19 and 42 points respectively.

Children also made significant progress. Before entering CfF, average scores on the Developmental Profile, which measures scores in "months" above and below average, were below average in four of the five categories. Average scores had not only improved, but were above average in all five categories by the end of the school year.

Source: <http://www.famlit.org>

### 3. English as a Second Language

- a. *Classroom Instruction* - Dorcas Place provides part and full-time classroom instruction in English as a second language. This curriculum is designed to assist students whose educational competencies in English range from beginning to advanced, and it focuses on speaking, listening, reading, and writing skills in the context of civics. National curricula, The Crossroads Cafe and On Common Ground, provide opportunities for students to exercise civic participation and leadership skills. Integrated instruction includes math, computer skills training, career and leadership development. Students may also be involved in workplace literacy programs to reach their employment goals.

Source: [www.dorcasplace.org](http://www.dorcasplace.org)

- b. *Immigrant Services* - California Eastbay Works is a network of 14 one-stop business and career centers in Northern California. The network runs various programs for Spanish-speaking clients, most of which are geared toward helping clients locate and maintain employment. It works closely with California's Workforce Investment Board (CalWIB). Eastbay's comprehensive welfare-to-work program looks at creative ways to help immigrants receiving public assistance become gainfully employed. Eastbay Works connects clients with community-based resources with which they feel more comfortable. Many of the job developers are multilingual and provide language assistance (translation) services to LEP clients.

Source: <http://www.eastbayworks.org/categories.php?id=10>

- c. *Translation Services* - The Colorado Department of Human Services has developed several strategies to help Spanish-speaking clients access its services. The state has application forms in Spanish throughout all local offices. Counties also provide some language assistance services, which consist mostly of translation services provided by bilingual staff. Colorado also has allocated an emergency immigrant assistance fund. All immigrants may receive services, such as emergency medical care, and immigrants who are ineligible for TANF because of their date of entry into the United States may receive short-term cash assistance. The state education department's English Language Acquisition Unit (ELAU) helps immigrants develop or strengthen English language skills. ELAU has developed research and technical assistance tools to aid educators, practitioners, and state agencies, in providing linguistically appropriate services and building English competency.

Source: [http://www.cde.state.co.us/cde\\_english/elau\\_elpa.htm](http://www.cde.state.co.us/cde_english/elau_elpa.htm)

- d. *Telephone Language Bank* - The Illinois Department of Human Services uses TANF funds to implement English language training courses. Clients enrolled in language training also receive job placement assistance. In addition, the state has developed an innovative computer literacy program for immigrants. Illinois also provides LEP clients with outreach and translation services outside the TANF-funded programs. The Illinois Bureau of Latino Relations operates a telephone language bank, so clients can access information in more than 40 languages spoken

by a multilingual staff of approximately 1,200 employees. The state also works with 29 community-based organizations that explain benefits and offer interpretation services in more than 18 languages to local immigrant families.

Source: <http://www.dhs.state.il.us/ors/>

- e. *Refugees and Immigrants* - The Oregon Department of Human Services provides multilingual programs and services for refugees and immigrants. Oregon translates vital applications and brochures into eight languages - Russian, Spanish, Vietnamese, Rumanian, Mein, Hmong, Cambodian, and Laotian). State policy requires forms to be translated and multilingual staff to be hired as soon as the number of LEP clients with a specific language need reaches 25. Undocumented immigrants are provided some translation services when they seek emergency room medical care. Oregon works closely with the Immigrant and Refugee Community Organization (IRCO), a local nonprofit organization that helps develop, coordinate, and implement program, policies, and procedures for immigrants and refugees.  
<http://www.oregon.gov/DHS/>

## **F. Substance Abuse and Mental Health**

### **1. Substance Abuse**

- a. *Co-location of Substance Abuse Professionals* - In North Carolina, Qualified Substance Abuse Professionals (QSAPs) are placed in every county Division of Social Services office. Supported by TANF funds, the QSAPs conduct screenings and assessments, provide care coordination, and help bridge welfare and treatment services. Cross training enhances staff capacity to address substance abuse problems and facilitates coordination. North Carolina has also developed a substance abuse behavioral indicators checklist that addresses some of the limitations of screening instruments. The North Carolina Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, in collaboration with the Division of Social Services, is exploring the use of a brief mental health screening tool along with substance abuse screening, and may update the behavioral indicators checklist to include mental health indicators.  
Source: <http://www.dhhs.state.nc.us/dss/workfirst/saep.htm>
- b. *Agency Collaboration* - The Missouri Department of Social Services (DoSS) and the Department of Mental Health (DMH) collaborated on the development of a pilot project to identify welfare recipients with substance abuse and mental health problems and link them to treatment services. The project is designed to increase the skills of DoSS staff in identifying these problems and referring recipients to treatment services offered through DMH's provider network and Missouri's health insurance program providers. Key aspects of the project are the cross training of staff and the development of referral protocols.  
Source: <http://www.dhss.mo.gov/>
- c. *Co-occurring Conditions* - Tennessee's Special Needs initiative is a TANF funded initiative to co-locate clinical counselors in Human Services offices to assist staff with identifying and addressing substance abuse, domestic violence, and mental health problems among Families First clients.  
Source: [www.financeprojectinfo.org/Publications/substanceabuse.htm](http://www.financeprojectinfo.org/Publications/substanceabuse.htm)

## 2. Mental Health

- a. *Local Service Providers* - The state administers and coordinates mental health and substance abuse services outside of the welfare and workforce development systems. District TANF specialists manage mental health and employment services locally and contract with mental health and substance abuse treatment providers in each community. All mental health services are available to TANF recipients and those at risk for involvement with TANF. The agency also uses TANF funds to hire outreach staff to identify clients and use a standardized screening tool to determine if they need mental health services. The outreach workers link clients to providers funded by Medicaid or to the TANF-funded contracted providers. Outreach services are provided at community resource centers, public housing communities, one-stop centers where providers are co-located, and through traditional community grassroots engagement.  
*Source:* <http://www.dcf.state.fl.us/admin/dcfcontacts.shtml>
- b. *Assessment Process* - Nebraska Employment First (the state TANF program) staff uses the Employment First Screening and Assessment Form to identify and assess clients' barriers to work and self-sufficiency. This assessment was developed, tested and validated by a work group including two Employment First program specialists and eight local office staff. A guide for the form was developed to inform caseworkers and case managers about the assessment process, the form, and its uses. The form covers 17 life domains, including mental health, and is designed to be completed in approximately 45 minutes. The form is an integral part of the process of designing clients' self-sufficiency plans. All clients must go through a formal orientation, followed by the screening and assessment process and then additional screening and assessment services may be purchased if needed, before the completion of the self-sufficiency plan.  
*Source* <http://www.hhs.state.ne.us/wer/werindex.htm>
- c. Client Training - The Mental Health Association in New Jersey (MHANJ) sponsors two programs, Consumer Connections and the Career Connections Employment Resource Institute, designed to help individuals with mental illness, including depression, find and keep employment as part of the recovery process. Consumer Connections is a comprehensive program designed to recruit, train, and support consumers of mental health services in the role of becoming providers of human services. The program has three components – an employment opportunity bank, an information and referral system for volunteer and employment opportunities; consumer provider training, an intensive fifty-hour training program; and the consumer support network (C.S.N.), a system of support for consumers to maximize their ability to succeed in the workplace. Since its inception, the program has trained over 600 people and approximately 70% are working, either part-time or full-time, within the New Jersey mental health and human services system. Career Connections Employment Resource Institute expands employment opportunities for persons with mental illness. Consumers with mental illness who are interested in entering or re-entering the job market are assigned vocational counselors who provide direct individualized employment services including job matching, ongoing support services, mentoring, entrepreneurial business development, supported education and benefits planning.  
*Source:* <http://www.mhanj.org>
- d. Pennsylvania's Maximizing Participation Program (MPP) offers intensive case management-centered programming to assist clients with diagnosed or undiagnosed barriers to participation

and self-sufficiency. After five years of TANF participation, clients who are exempt or have good cause for not working are required to participate in MPP. The program uses a multi-disciplinary approach. Each client is assigned a case coordinator and a team of behavioral health professionals is assembled to perform a series of comprehensive assessments. With the client's consent, the team may include professionals from local mental health and drug and alcohol agencies, the Office of Vocational Rehabilitation, and other entities. If depression is disclosed or detected, the client is assisted in obtaining an in-depth psychological assessment. The results of this assessment are used, along with input from the client, recommendations of the team members, and other relevant information, to develop an individualized service plan. The team then assists the client in locating and obtaining the recommended treatment and/or service.

Source: <http://www.dpw.state.pa.us/>

## **G. Culture and Language**

- a. *Referral Guide* - California Eastbay Works is a network of 14 one-stop career centers in Northern California administering programs to help LEP clients locate and maintain employment. Its multilingual staff provides language assistance (translation) services to LEP clients. Eastbay Works maintains guides of employment and social service community-based providers in Northern California. It helps connect LEP clients with community-based organizations with which they feel most comfortable to address their job search, education, and training needs. These community-based organizations also provide support services to clients, such as alcohol and drug abuse treatment, as well as food and transportation assistance.

Source: <http://www.eastbayworks.org>

- b. *Telephone Referral* - The Minnesota Department of Human Services has established ten language referral telephone lines – in Arabic, Hmong, Khmer (Cambodian), Laotian, Oromo, Russian, Serbo-Croatian (Bosnian), Somali, Spanish, and Vietnamese – which are operated by contracted vendors. The language referral lines help connect LEP clients with the appropriate county or state human service provider. When the client calls the multilingual referral line for his or her language, the referral line representative leaves a message with the appropriate human services provider asking them to contact the client. The county or state human services officer must then arrange for language assistance as needed when contacting the client. LEP clients can use the language referral line at no cost.

Source: [http://www.dhs.state.mn.us/main/groups/agencywide/documents/pub/DHS\\_id\\_000073.hcsp](http://www.dhs.state.mn.us/main/groups/agencywide/documents/pub/DHS_id_000073.hcsp)

- c. *Integrated Services* - The New York Association for New Americans, Inc. (NYANA) offers services related to business, education, social, legal and employment assistance to low-income immigrant families, particularly Hispanic families. Educational initiatives are geared towards establishing and strengthening the English language proficiency. Its Family Heritage Documentary Project is a children and family literacy program that provides a cultural approach to teaching the English language. There is an intensive and comprehensive case management program that assists immigrant families with understanding and applying for state and federal benefits. NYANA also works to find private refugee funds, which are used to provide immediate financial assistance for food, rent clothing and other basic necessities to immigrant families. Housing location assistance, substance abuse treatment and other services tailored to women and children are also offered.

Source: <http://www.nycetc.org/pdf/newsandviews%2012-19-03.pdf>



- d. *Translated Forms* - The State of Oregon operates a "seamless program" in which all refugees, whether eligible for TANF or RCA, are provided services through the traditional refugee service program. The central administrative office determines specific program eligibility (TANF or RCA) and sets up the case for payment through that program. Oregon translates all application forms into eight languages (Spanish, Russian, Vietnamese, Rumanian, Mien, Hmong, Cambodian and Laotian), and the refugee program uses translations in many more languages. When at least 25 clients speak a particular language, the state translates forms and hires an appropriate bilingual staff. Due to changes in population, Rumanian, Mien and Hmong translations may be discontinued (although interpretation will be maintained).

Source: <http://www.oregon.gov/DHS/assistance/index.shtml>

- e. *Caseworker Incentives* - Washington's WorkFirst offers a Limited English Proficiency (LEP) Pathway program that allows participants to combine WorkFirst services with up to 20 hours per week of English as a Second Language (ESL) instruction. Students in the LEP program may participate for up to 12 months. Early employment is emphasized and until employed, participants are enrolled in the LEP Pathway full-time. Support services offered to participants include assistance in job search, orientation to the work environment, employment training in a bilingual setting and job-retention supports, such as additional language training and skills training. Washington also has a system of caseworker incentives, awarding cash bonuses to caseworkers that help clients find high-wage jobs with benefits.

Source: [www.financeprojectinfo.org/Publications/immigrantsandpovertyRN.htm](http://www.financeprojectinfo.org/Publications/immigrantsandpovertyRN.htm)

## **H. Disabilities**

- a. *Consumer and Provider Education* - Child CareSolutions in Atlanta, GA is a child care resource and referral service that educates consumers and providers about issues related to the growing need for special-needs child care. The program works to increase the number of caregivers who offer nontraditional care and maintains data on child care facilities and family child care homes that can offer specialized care for children with disabilities, particularly for welfare clients.

Source: <http://www.caresolutions.com/>

- b. *Long-Term Case Coordination* - Washington's No Wrong Door Case Coordination Project provides long-term case coordination to long-staying TANF families, including those with a household member with a disability, that are receiving services from multiple agencies. A multidisciplinary team, composed of staff from the state's Department of Social Services and local organizations, works with the client to develop a client-centered, integrated service plan. Key elements of the project include cross-training of agency staff; a service broker/coordinator or lead case manager who coordinates planning and service delivery; information technology applications to facilitate interagency communication; monitoring and evaluation of the service plan and outcomes; flexible funding; and collocation of multidisciplinary team members.

Source: <http://www1.dshs.wa.gov/rda/research/11/99.shtm>

- c. *Vocational Assessment* - The Anne Arundel County Department of Social Services has developed a program to provide comprehensive vocational assessments for cash assistance applicants and recipients who are disabled or who care for disabled family members full-time in the home. In order to assist these customers in finding employment, or receiving treatment,

the agency refers recipients to their contractor, the Chesapeake Career Center (CCC), a local non-profit partnership between Goodwill Industries of the Chesapeake and the Providence Center, a local developmental disabilities service provider. Services include individually tailored plans for each customer and training programs for home-based jobs, such as medical transcription.

Source: <http://www.dhr.state.md.us/annearundel.htm>

- d. *One-Stop Source* - The Comprehensive, Evaluation, Diagnosis, Assessment, Referral and Re-evaluation (CEDARR) Family Centers in Providence, RI, serve as a one-stop source of information for families with children with special health care needs. CEDARR Family Centers provide information, professional assessment, specialty clinical evaluation, care planning, coordination of services, and ongoing referral assistance and support, all in a family-centered, strengths-based environment. Families can be referred to CEDARR Centers from any local or community agency. Services are available to all children who are eligible for Medicaid and RItE Care, Rhode Island's state health insurance program for children and families. CEDARR services are funded and administered by the Department of Human Services.

Source: <http://www.dhs.state.ri.us/dhs/cedarr/CEDARRfcts.htm>

## **H. Domestic Violence**

### **1. Interagency Collaboration**

- a. *Case Manager Training* - The South Carolina Coalition Against Domestic Violence and Sexual Assault (SCCADVASA) and the South Carolina Department of Social Services (DSS) collaborate to provide training to DSS case managers. Advocates provide training to the case managers at 16 two-day regional training sessions. Case managers are given statistics on domestic violence and discussed what constitutes domestic violence and receives tools to use with clients as well as information on available services. An advocate from each county will visit each county's DSS office for a three-hour follow-up training session. Advocates will work to build relationships with case managers; review information on available services, how to refer clients, and whom to contact; and answer questions from case managers.

Source: <http://www.sccadvsa.org/>

- b. *Career Centers* - The Houston (Texas) Area Women's Center, a domestic violence and sexual assault service provider, has formed a collaboration with HoustonWorks USA, a one-stop career center to address DV issues for TANF recipients. This collaboration draws from research indicating that women are more likely to disclose abuse to a domestic violence counselor who can offer complete confidentiality rather than to a caseworker. The domestic violence counselor works full time in the one-stop center and becomes a familiar face to clients. During orientation, clients receive information about domestic violence services through a half-hour presentation by a domestic violence counselor, and they are afforded multiple opportunities to disclose current or past domestic violence. Women who disclose abuse are offered services including ongoing individual counseling and support groups for domestic violence survivors. Because abusers often become controlling and violent when their victims are succeeding, an employment advancement component provides targeted services to women who are employed.

Source: <http://www.hawc.org/>

- c. *Vocational Training* - New Beginnings, a domestic violence agency in Seattle, Washington, and TRAC Associates, a vocational and job training agency, are collaborating to provide services to help women with domestic violence issues prepare for and retain employment. A domestic violence coordinator from New Beginnings is present at the job training center three to four days per week. Clients are given ongoing opportunities to disclose domestic violence. Caseworkers screen women for domestic violence and make referrals to the domestic violence coordinator for confidential services. The DV coordinator visits training classrooms to inform participants about domestic violence and available services, including individual advocacy, safety planning, help in navigating other systems (e.g., housing), children's advocates, legal advocates, legal consultation on family issues, and support groups. The counselor works closely with caseworkers to help them develop and feel comfortable using appropriate screening tools. Caseworkers are encouraged to routinely raise domestic violence and safety issues.

Source: <http://www.newbegin.org/>

## 2. General

- a. *Screening and Referral* - The Family Violence Option in North Dakota mandates screening for domestic violence. It provides for referral to specialized services, and provides temporary exemptions from TANF requirements to enable battered women to have the time, services and support they need to address domestic violence as a barrier to self-sufficiency. Victims of domestic violence who qualify for TANF benefits are referred to the nearest domestic violence advocate for safety planning and supportive services. Supportive services can include counseling, women's group, legal advocacy and shelter. The advocate may also suggest that alternative work activities be implemented until needed supports are in place. The implementation of the Family Violence Option in North Dakota is a cooperative effort among the North Dakota Department of Human Services, Job Service North Dakota and local domestic violence programs.

Source: [ndcaws.org/projects/tanf/tanf.asp](http://ndcaws.org/projects/tanf/tanf.asp)

- b. *Staff Training* - The Anne Arundel County (Maryland) Department of Social Services worked with a local domestic violence service agency to develop a curriculum around DV assessment and provide ongoing training to all county staff, including job counselors and eligibility, child support, and child care caseworkers. The county's strategy is to have multiple interviewers raise the issue of domestic violence, so that women have several opportunities to identify someone to whom they feel comfortable confiding their victimization. The issue of domestic violence is raised, and the caseworker explains that if a client fears for her or her children's safety, she can receive a good-cause exemption from child support cooperation requirements. In subsequent interviews with an eligibility caseworker and a job counselor, the issue of domestic violence is also raised, especially as it relates to employment, relocation, and injuries. When a woman discloses domestic violence, all involved staff meets with the client to discuss how to proceed. Elements such as safety planning and counseling can be incorporated into a client's TANF plan, and staff discuss the feasibility of work requirements given the client's situation. A legal advocate from the domestic violence service agency informs victims of their rights and guides them through any necessary court proceedings.

Source: <http://www.dhr.state.md.us/annearundel.htm>



- c. *Employer Training* - In New York, the state Department of Labor and the Office for the Prevention of Domestic Violence have developed tools to increase private employers' understanding of and ability to respond to domestic violence in the workplace. The initiative builds on the success of a model domestic violence employee awareness and assistance policy for state agencies. Domestic Violence: It Is Your Business—Employer Handbook & Resource Guide includes a model policy, information to help employers understand domestic violence as a workplace issue, and a comprehensive list of community resources throughout the state. The handbook is designed to better prepare employers should an employee be the victim of domestic violence. Information and technical assistance is available to employers from the domestic violence prevention office.

Source: <http://www.opdv.state.ny.us/workplace/>

- d. *Multidisciplinary Teams* - The Kansas Department of Social and Rehabilitation Services is addressing the impact of domestic violence and sexual assault on TANF families through a domestic violence/sexual assault work component called Orientation, Assessment, Referral and Safety (OARS) within the TANF/KansasWorks employment services structure. Under that design, case managers operate as service brokers, creating multidisciplinary teams tailored to reflect the needs of each participant and composed of experts who specialize in whichever employment barriers are preventing the participant's success, such as substance abuse, mental health, education, or domestic violence. Kansas TANF participants who are victims of domestic violence and sexual assault develop an employment plan, which includes goals for resolving these issues, and are placed in the OARS work component while they implement their plan.

Source: <http://www.kcsdv.org/OARSbrochure.html>

## **I. General Case Management**

- a. *Substance Abusing Mothers* - CASAWORKS is an integrated, comprehensive model to help drug- and alcohol-addicted mothers on welfare achieve self-sufficiency developed at Columbia University. The model provides a single six- to 12-month course of treatment and training that incorporates drug and alcohol treatment, job-readiness and employment-related services, parenting and social skills, violence prevention, health care, and family services. Intensive case management is used to coordinate services and increase progress toward abstinence and employment. Collaborating partners at each site include treatment and training facilities. They may also include employers, universities, housing authorities, government agencies, child care centers, chambers of commerce, and community mental health centers. The program is funded with foundation, federal, and local funds.

Source: <http://www.casacolumbia.org/absolutenm/templates/article.asp?articleid=287&zoneid=32>

- a. *Substance Abuse* - New Jersey's Substance Abuse Research Demonstration (SARD) program aims to move substance-abusing welfare clients toward self-sufficiency through intensive case management and enhanced services. The state's TANF program regards treatment as a work activity in which TANF clients must participate. Clients who do not meet participation requirements are sanctioned. Trained TANF case managers screen all clients and refer those who screen positive to collocated SARD workers for assessment and referrals. The program provides outreach and linkages to wrap-around services, active coordination of treatment and work activities, and case management services for 18 to 24 months.

Source: <http://www.state.nj.us/humanservices/dfd/>

- b. *Integrated Services* - New York's Office of Alcoholism and Substance Abuse Services (OASAS) requires treatment programs to provide their clients with employment preparation services. State, TANF block grant, and federal substance abuse block grant funds are used to increase vocational services; expand wrap-around services; foster collaborations between local social services districts and local mental hygiene departments; and support credentialed addiction counselors and qualified health professionals in local social services offices to screen public assistance applicants for addiction problems.  
Source: <http://www.oasas.state.ny.us/www/home.cfm>
- c. *Co-Location of Substance Abuse Professionals* - North Carolina uses TANF block grant funds to collocate "Qualified Substance Abuse Professionals" in county Work First agencies. These professionals conduct a full assessment of any adult who has been screened by a Work First caseworker and deemed at risk of substance abuse. The Work First case managers and the Qualified Substance Abuse Professional jointly develop a treatment plan and track the individual's progress through treatment. Treatment plans include support services, self-sufficiency skills training, and vocational support. The state also has implemented a work-site Enhanced Employee Assistance Program (EEAP) demonstration initiative. EEAP expands traditional EAP services to provide support to Work First participants through gender-sensitive substance abuse assessment, two-year aftercare for relapse prevention, and work-site monitoring programs.  
Source: <http://www.dhhs.state.nc.us/dss/workfirst/saep.htm>
- d. *Partnerships* - The Anne Arundel County Department of Social Services (DSS) in Maryland has developed innovative partnerships with providers of employment, training, and support services to meet the needs of customers in its Job Centers. These Centers, which offer an array of employment and family services, serve not only public assistance clients but also any county resident on a walk-in basis. Maryland Job Service staff are collocated on-site and provide job search and job exchange services to Job Center customers. Job Service staff coordinate job fairs with DSS. Several other agencies have collocated staff at the Job Centers. In addition, DSS has developed partnerships with community organizations to help serve Job Center customers. A partnership with the Anne Arundel Community College provides access to specific skill training programs and employment opportunities; two community college staff assist with Job Center referrals.  
Source: <http://www.dhr.state.md.us/annearundel.htm>
- e. *Service Integration* - The Montgomery County Job Center in Dayton, Ohio, has 47 partners collocated on-site, including the Montgomery County Department of Job and Family Services (MCDJFS) and all required WIA partners. MCDJFS, the largest agency in the Job Center, administers TANF and WIA, assistance programs such as Medicaid and child care, and numerous contracts with community- and faith-based organizations. The department acts as the one-stop operator under WIA, coordinating the various programs and funding sources it administers to enhance community workforce development efforts. The Job Center Partners Council, composed of representatives from partner agencies, meets bi-monthly to solve problems, share information, discuss operational issues, and provide general oversight of the Center. Service delivery collaboration includes a multi-agency-staffed resource room; coordination of employer outreach and job development; common reception areas and a unified telephone system; integrated work teams with shared caseloads and common goals and

outcomes; and a joint case management protocol that includes a commitment to share information if the customer consents. The Job Center director, an employee of Montgomery County, is responsible for promoting coordination and collaboration among all the Center partners.

Source: <http://www.thejobcenter.org/>

- f. *Public-Private Partnerships* - Workforce Florida, Inc., a public-private partnership that is responsible for policy, planning, and oversight, and the Agency for Workforce Innovation, is responsible for administrative and fiscal activities at the state level. The Agency for Workforce Innovation operates under a contract with the Workforce Florida, Inc. (WFI) board. At the state level, partnership agreements link WFI with several state agencies, including the Florida Department of Children and Families (DCF) that administers Temporary Cash Assistance, Food Stamps, Medicaid, and other programs. In addition, the secretary of DCF sits on the WFI board. At the local level, 24 regional workforce boards are responsible for workforce development activities. Workforce development services, including those for TANF clients, are provided through the one-stop system. Local DCF offices are collocated at some of the one-stop centers.

Source: <http://www.workforceflorida.com/>

- g. *Service Integration* - The partner agencies in the Lynnwood, Washington, one-stop career center known as WorkSource Lynnwood have worked to create a one-stop environment that is seamless to the customer and integrated in service provision. The Department of Social and Health Services is the designated one-stop operator under WIA. Individuals can access TANF, Food Stamps, Medicaid, child care, and other supports through WorkSource Lynnwood. Key components of the WorkSource Lynnwood partnership include emphasizing customer service, designing activities to assist different customers, having all partners share resources and pay a share of the costs, and having staff rotate job functions to provide core, intensive, and training services to customers. IBenefits for TANF clients include increased access to employers, career center activities, comprehensive services, and education opportunities.

Source: <http://www.worksourceonline.com/>

- h. *Data Sharing* - The Vermont Department of Employment and Training (DET) and the Vermont Department of Prevention, Assistance, Transition, and Health Access (PATH), which administers the state's welfare reform program, have developed a close working relationship. PATH contracts with DET to provide case management and work services to welfare clients who are ready to begin making the transition from welfare to work. DET services are provided through one-stop career centers that are often located in the same building as the PATH office. PATH and DET staff can use the same computer system for shared clients. Staff at both agencies also participate in annual training together. In addition, DET has provided labor market training to PATH staff. At the state level, formal and informal opportunities for communication support the partnership between the two agencies. For example, management level staff from both agencies meet monthly.

Source: <http://www.det.state.vt.us/>

## PRE- AND POST-EMPLOYMENT STRATEGIES

### A. Pre-Employment Services

#### 1. Education and Training

- a. *Structured Learning* - Michigan allows TANF recipients to meet the state's 30-hour weekly work requirement through a 10/10/10 approach combining up to ten hours of classroom time with up to ten hours of study time to meet up to 20 hours of the work requirement. Must engage in additional work activities for remaining ten hours. Maine and Missouri also count study time along with classroom time toward work requirement.

Source: <http://www.michigan.gov/dhs/>

- b. *Vocational Education* - The Oklahoma Department of Human Services (DHS) contracts with the State Regents for Higher Education (SRHE), using TANF funds, to provide vocational education to TANF recipients at two-year colleges. Participating programs must provide at least thirty hours per week of program activities and may not exceed twelve months. Local institutions must provide a 20% match for the state funds. Each county DHS office designates a liaison with its local college who is responsible for communicating policy, gathering information, and eliminating barriers. DHS provides the needed supportive services such as transportation reimbursement, childcare, family planning, and counseling. Two-year colleges that wish to participate must submit proposals to the SRHE. Activities offered by the participating colleges include remedial education, GED preparation, occupational training, internships, job readiness training, life skills, and job search skills.

Source: <http://www.okdhs.org/>

- c. *Job Club* - Onondaga Community College in New York has the contract to administer Jobs Plus, the welfare-to-work program in Onondaga County, New York, which includes the city of Syracuse. The program operates out of a Learn to Work Center, located in downtown Syracuse. Participants are required to participate in a four-week job club. Those who do not find a job during those four weeks are assessed and assigned to work experience in combination with education, job readiness and life skills training, vocational training, or continued job search. A new option for TANF recipients is Career Clusters, which are a set of courses that can be completed in one or two semesters and relate directly to a specific job where there are local employment opportunities. Participants earn credit toward an eventual degree or certificate and are encouraged to think about continuing their education after they begin employment. Students who complete these clusters can obtain jobs as food handlers, teachers' aides, social work aides, and others. About 2,500 public assistance recipients are involved in Jobs Plus.

Source: <http://www.sunyocc.edu/>

- d. *Technology Jobs* - Oakland Community College in Pontiac, Michigan offers work-based instruction, work readiness skills, and mentoring to welfare recipients. Students choose from training in systems administration, machine tool technology, and robotic assembly technology. The program works closely with employers, including EDS Corporation and Kelly Services, and has a placement rate of 86%. Entrants must have a high school degree or equivalent and read at the tenth grade level. Among other factors, the awards panel found this program notable for being one of the few programs to target high technology jobs for welfare recipients.

Source: <http://www.oaklandcc.edu/>

- e. *Certificate Programs* - Daytona Beach Community College developed short-term, 10-16-week training programs that incorporated the material offered in the first portion of an existing certificate program in fields like nursing, modern office technology, boat lamination and electronics repair. While in training, participants are provided with work experience placements that are in their chosen fields and that satisfy Florida's requirement that students be working as well. The college also lowered its reading requirement for such programs to seventh or eighth grade and is combining adult education with the vocational training. The college also has a grant to provide job coaching to TANF recipients who are placed on jobs.

Source: <http://www.dbcc.cc.fl.us/>

- f. *Nontraditional Employment* - Nontraditional Employment for Women (NEW) is a nonprofit organization devoted to training, placing, and advocating for women seeking economic self-sufficiency through work in construction and other skilled blue-collar trades. NEW participates in Construction Skills 2000, a nonprofit program that offers pre-apprentice training to TANF-eligible participants, low-income workers, and vocational high school graduates. The program is a labor-management training partnership of the Consortium for Worker Education (CWE), the Building Trades Employers Association (BTEA) and the New York City Building and Construction Trades Council (BCTC). NEW's six-week core training program prepares women for employment in skilled blue-collar jobs. This full-time program combines hands-on classes in carpentry, basic electricity, plumbing, and blueprint reading; an introduction to the trades; health and safety training; trades math; and physical fitness training. *Construction Trades Prep* is for women who have significant blue-collar work experience, military experience, or technical training and are interested in careers in the building and construction trades. This accelerated program is held three evenings and one Saturday a week for six weeks. The curriculum includes hands-on shop work, trades math, and an overview of career opportunities in the apprenticeship system. Each year NEW places at least 75% of its graduates in union apprenticeships including operating engineers, electricians, carpenters, laborers, plumbers, concrete workers, elevator mechanics, tile setters, and cement masons. The entry-level wages for these jobs range from \$10.00 to \$27.50 per hour, including medical benefits and, often, substantive retirement plans.

Source: [www.new-nyc.org](http://www.new-nyc.org)

- g. *Private Sector Involvement* - San Francisco Works, an intermediary organization founded by the local Chamber of Commerce and the San Francisco United Way, facilitates private sector involvement in workforce development. Working with individual employers, staff conduct needs assessments to identify what jobs are going unfilled, the career ladders available to employees, and what can be done to facilitate retention. Once potential employees are assessed and placed, workers receive combined classroom and on-the job training at the worksite. SFWorks also initiated a web-based skills upgrading training unit for administrative staff, and is currently working to arrange free on-line access for workers who have home computers, or to encourage employers to provide workers three hours a week to use the self-directed program.

Source: <http://www.sfworks.org/>

## 2. Apprenticeship



- a. *Youth Services Employment* - West Virginia Apprenticeship for Child Development Specialist (ACDS) provides training through a combination of classroom instruction and on-the job experience. Apprentices are usually classroom assistants in child care centers, Head Start, pre-school, school-age care, and public schools. Upon completion of the apprenticeship, participants receive the nationally recognized Child Development Specialist certificate. (The certificate can be used in place of the Child Development Associate (CDA) credential for Head Start providers.) In addition, the training is at little or no cost to the apprentice, and may result in higher wages as well as an opportunity to receive college credit. ACDS is sponsored by the U.S. Department of Labor West Virginia Bureau of Apprenticeship and Training and the State Department of Education, and is administered by River Valley Child Development Services. The program has also expanded to include Temporary Assistance for Needy Families (TANF) recipients using a grant from Head Start.

Source: [muskie.usm.maine.edu/newpartners/policy/chapt1.html](http://muskie.usm.maine.edu/newpartners/policy/chapt1.html)

- b. *Non-Traditional Jobs* - NEW Choices for Women, operated by Goodwill in Atlanta, offers 12 weeks of pre-apprenticeship training that prepares women for careers in carpentry, plumbing, electrical work, painting, and other construction-related fields.

Source: [http://www.goodwill.org/index\\_gii.cfm/2479/](http://www.goodwill.org/index_gii.cfm/2479/)

## **B. Post-Employment Services**

1. *Extended Case Management* - The State of Iowa conducted a post-employment Services Demonstration (PESD) project that extended case management services. Program evaluation found that many of those with jobs had trouble maintaining stable employment. Furthermore, many positions offered low pay, poor benefits, and little room for growth. The jobs usually required only modest skills, which led to poor job attachment, and many employees were fired or quit. The study was the first to identify gaps in the system that impeded the welfare-to-work transition. The PESD programs had little effect on employment success, which suggests the need for interventions that go beyond case management and target services better.

Source: <http://www.iowa.gov/state/main/health.html>

2. *Job Retention and Advancement* - The Safer Foundation in Illinois provides ex-offenders with assistance in finding jobs. Women ex-offenders with little or no work experience can also receive up to 30 days of workplace culture training. Once the client is placed in a job, he or she meets with an employment specialist to discuss any workplace challenges the client is experiencing. Post-employment services can include case management and job retention and advancement services for a year or more. Other family members are often included in the post-employment process to help identify barriers the ex-offender is facing and to encourage the ex-offender to stick with the job. The foundation also maintains a database for its employment specialists to use in tracking client progress and identifying critical points of intervention when a client may be tempted to leave the job.

Source: <http://www.saferfoundation.org/>

## **C. Supported Transitional Private Employment**

1. Employment

- a. *On-the-Job-Training* - Pioneer Human Services in Seattle, Washington provides paid work experience for 6,000 ex-offenders and persons with substance abuse problems each year. Pioneer operates a factory where it manufactures cargo liners and employs clients with higher math and reading skills to work 28-36 hours per week and attend manufacturing training 4-12 hours a week. Pioneer also provides employment in food service and warehousing for those clients who do not have the skill set to work in the factory. Employees receive state food worker permit training, and participate in a structured, competency-based On-the-Job program. This program is based upon the National Restaurant Association's "ServSafe" program. ServSafe is the food service industry "best practices" standard for food safety and sanitation. Classes include comprehensive training in packaging and warehousing.  
Source: <http://www.pioneerhumanserv.com>
- b. *Apprenticeship* - Goodwill Industries of the Greater East Bay provides services for unemployed or underemployed residents of the area. The program has three main components: life skills training, transitional employment and job search and retention services. The life skills component of the program is designed to build clients' self-esteem and prepare them for the changes that employment will have on their lives. Participants are placed in transitional employment almost immediately. Participants are placed in one of Goodwill's 25 businesses in the area and are paid minimum wage. Transitional employment typically lasts five months. Participants are expected to behave as they would in regular employment and their supervisors have been trained to help them work on the soft skills they need to succeed in the workplace. Program participants receive some assistance to find employment and receive post-employment services for a minimum of three months and up to a year, if needed.  
Source: <http://www.eastbaygoodwill.org/>

## 2. Support Services

- a. *Work Habits* - Wildcat Service Corporation is the national model for National Support Work Demonstration. This training and employment organization provides two program models. Model I: The program includes six months of subsidized employment with concurrent skills training. The training covers topics such as business English, business math, computer skills, keyboarding, communications, and personal development. Wildcat also offers training programs for Bank Tellers, Customer Service, Computer/Administrative Services. Construction & Maintenance Services, Licensed Security Guards and Licensed Home Health Attendants. Model II: The program features full-time subsidized employment for up to six months at various public agencies and other not-for-profits. The subsidized employment assignments enable participants to learn appropriate work habits and build on-the-job clerical and data entry skills.  
Source: <http://www.wildcatatwork.org>
- b. Integrated Resources for Independence and Self-Sufficiency (IRIS) Program, Minneapolis MN is an effort to serve TANF recipients with disabilities. The program is operated by the Vocational Services Program which is a nationally-accredited rehabilitation program providing employment services for adults with a severe and persistent mental illness. TANF recipients experiencing mental health or chemical dependency issues are eligible for the program. The IRIS program has three main components. First, vocational services include job readiness training, employment opportunities in a production workshop, assistance finding permanent employment and retention assistance. Second, case management services include life skills

training, efforts to promote family stabilization, and coordination of services with other county agencies. Third, clinical services include psychological testing and evaluation, individual and group therapy, and medication evaluation and management. IRIS is unique because case management, vocational counseling and employment support, and mental health staff are all co-located and work together to develop a comprehensive employment and family stabilization plan.

- c. *Assessment and Placement.* Kandu Industries, in Holland, Michigan, offers services to individuals receiving TANF cash and non-cash benefits from the county welfare office, the Family Independence Agency (FIA). The Work First program has three components. First, clients are assessed and engage in job readiness activities during a two to four week period. Second, clients who are work ready are placed in competitive employment. Third, clients who need more assistance are placed in supported work at Kandu's manufacturing plant for about six weeks and then are placed in competitive employment. Clients receive extensive supervision at Kandu's manufacturing plant and receive ongoing assistance to find competitive, permanent employment. Kandu Industries provides follow-up services to clients only if they remain on TANF.

Source: <http://www.kandu.org/>

### 3. Special Challenges

- a. *Disabled Clients* – AccessAbility in Minneapolis operates Work In Progress (WIP), a program for TANF recipients with emphasis on serving persons with disabilities who are still able to work. Participants are put to work immediately in AccessAbility's businesses, performing light manufacturing, assembly, and packaging work, rotating from job to job to get a variety of experience. Participants work at least 30 hours per week, for the state minimum wage. WIP's goal is for clients to find competitive employment after three months. WIP provides post-employment support as needed, or refers clients back to the client's local TANF office for child care and transportation assistance.

Source: <http://www.accessability.org/>

- b. *Hardest-to-Serve* - Goodwill Industries and the Career Development Center (CDC) are contracted by the El Paso County (Colorado) Department of Health and Human Services (DHHS) to provide intensive case management and placement services to the hardest-to-serve TANF recipients in the county. The El Paso County DHHS determines eligibility of the TANF recipient and assesses the needs and barriers of the individual prior to referring the client to the Colorado Works program. CDC provides clients with skills and training needed to secure competitive employment. The Career Development Center (CDC) links qualified job seekers to the workforce needs of businesses in the community. Colorado Works provides vocational counseling, training and job-readiness workshops and job placement services to clients on TANF. After the assessment period, an employment plan is developed to meet the needs of the client. The plan may involve workshop training as well as work experience prior to placement in a permanent position. After completion of the pre-employment training, the program uses their Colorado Works Job Placement Services to assist in the job search process. Once placed in a permanent position, the program offers mediation services, case management services, and job-coaching for a limited amount of time. Clients are offered these services for three months post-employment. Clients who cannot be placed in competitive employment due to a learning or physical disability are referred to the Work Adjustment Program that offers on-site job coaching and more extensive case management.

Source: <http://www.elpasoco.com/>



## **D. Supported Transitional Public Employment**

1. *Public and Non-Profit Jobs* - Community Jobs Initiative in Washington state is administered by the YWCA of Seattle and focuses on TANF recipients who have been sanctioned or who were not successful in obtaining employment through the state's WorkFirst program. Clients are placed in jobs at designated non-profit organizations and government agencies for 20 hours a week for up to 9 months and are paid the state minimum wage. Earnings are based on actual hours worked and enable participants to qualify for the federal Earned Income Tax Credit (EITC). CJ contractors assist participants in filing for advanced payment of the EITC so that a portion of this annual tax credit is added to participants' regular paychecks. CJ participants are reviewed every 90 days to assess the continuing appropriateness of participation by DSHS. Wages are paid by the program.

Source: <http://www.ywcaworks.org>

2. *Public and Non-Profit Jobs* - The Community Service Employment Program (Vermont) is a statewide publicly funded jobs initiative through the Vermont Department of Social Welfare (DSW) that provides temporary jobs for TANF recipients who have not obtained employment and face the state's work requirement. Clients are placed in closely supervised, temporary positions at designated public and non-profit agencies for up to 10 months and are assisted in finding unsubsidized full-time employment thereafter. Case managers follow clients for 90 days after they leave the program and are considering lengthening this timeframe to 6 months. Wages are paid by the program. DSW assumes responsibility for key aspects of the financial management and oversight and all payroll functions for participants are centralized and handled by a private payroll service. The department also takes steps to alleviate legal and financial burdens that might otherwise discourage public or private non-profit agencies from serving as worksites. Under a single state policy, DSW pays workers' compensation and liability insurance coverage associated with CSE positions, and the employer share of FICA.

Source: <http://www.dsw.state.vt.us>

4. *Job Readiness* - Transitional Community Jobs in Chicago, Illinois, administers a program to provide job readiness workshops followed by temporary work experience positions in public and non-profit organizations contracted to fill vacant positions. Clients work 20 hours a week at minimum wage. Post-employment services are available for up to one year, although most clients average 8 months.

Source: <http://www.transitionaljobs.net/Programs/Programs.htm>

## INCENTIVES

1. *Pay for Performance* – Delaware pays Bonus payments of up to seven percent of the contract value are available for each percentage point a contractor's performance is above the minimum standard for 90-day retention and below the maximum standard for part-time placements. Bonus payments of up to 7 percent of the contract value are available for each percentage point a contractor's performance is above a minimum standard for 180 days of employment and below a maximum standard for part-time employment. Contracts for both programs cover one year, with the option to renew for an additional year.  
Source: [aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm](https://aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm)
2. *Graduated Bonuses* - The Lower Rio Grande Valley workforce board apportioned profit and bonus payments according to the emphasis it believed the Valley Partnership should place on each measure. The contractor can earn 10 percent of each payment for meeting the target for eligible clients served, 40 percent for the client employment target, 25 percent for the two-parent participation target, and 25 percent for the single-parent participation target. The contract does not allocate any payment for achieving the target number of cases that meet participation requirements.  
Source: [aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm](https://aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm)
3. *Differentiated Services* – Palm Beach County, Florida, provides different payment structures for different services: the one-stop operation contract is pure pay-for-performance, while the TANF eligibility determination contract is fixed price. The contract for one-stop operation indicates per-client pay points for each program offered at the centers. The workforce board evaluates performance related to one-stop center operation using pay points and incentive provisions. Performance measures for TANF eligibility determination focus on timeliness, accuracy, and customer satisfaction.  
Source: [aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm](https://aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm)
4. *Core and Incentive Payments* - In San Diego County, the "core payment" equals 15 to 25 percent of contractors' proposed budgets. Each contractor chose the percentage it would receive as a core payment, within the range established by the county. Under the revised payment structure, contractors' earnings are linked to their performance on three measures: the share of participants who (1) find employment, (2) retain jobs for 180 days, and (3) exit assistance due to employment. Targets are set for each performance measure. The payment a contractor receives is determined by the proportion of each target that the contractor actually achieves. This proportion is multiplied by the maximum monthly payment set for each performance measure. A contractor that achieves half of the employment target, for example, receives half of the maximum payment for that measure. Contractors earn the incentives by exceeding the three performance targets. The size of the incentive payment depends on the amount that a contractor's overall performance during the previous six months exceeds the targets.  
Source: [aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm](https://aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm)
5. *Cost Reimbursement and Performance Bonuses* – Wisconsin W-2 operates under cost-reimbursement contracts with performance-based bonuses paid at the end of the two-year term. The agency provides contractors with advance payments to cover start-up costs. Contract performance measures determine bonuses and the right of first selection. The current contracts

contain 13 required and three optional measures. Contractors must reach a base level in all 13 measures to achieve right of first selection. They receive restricted bonuses (which must be reinvested in purposes consistent with TANF) for reaching intermediate performance levels, and unrestricted bonuses for the highest performance levels. The optional measures may be substituted for unmet required standards.

Source: [aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm](http://aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm)

6. *Bonuses and Penalties* - New York passes the development of TANF recipient case management down to the county level. They measure the performance of the counties by measuring case load reduction and workforce participation rate. The best performing counties are given grants made from funds extracted from the worst performing counties. Sections of state law also award additional funding based on optional performance measures of job placement, reduction of out of wedlock pregnancies, housing placement, child support enforcement, and increasing administrative efficiency. County agencies can negotiate for this funding on an individual basis using grounded evaluations, placing emphasis on innovative caseload management within the PRWORA system.

Source: [aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm](http://aspe.hhs.gov/hsp/privatization-rpt03/appendices.htm)

7. *Milestone Payments* - Pennsylvania's Employment and Training Bureau in the Department of Public Welfare (DPW) contracts for a range of welfare related services. These includes performance-based contracts in its Rapid Attachment job placement and retention program, in which contractors are paid 50% of their costs at the time of client enrollment, 25% at job placement, and 25% at the 90-day retention mark. Most Community Solutions contracts pay \$1,000 per client at enrollment, \$1,000 at job placement, \$400 if the client has health benefits within six months, and \$1,600 if the client is continuously employed for one year. The payment schedule, when combined with training time, means that contractors must be able to front a considerable portion of the program costs. But because they are also assuming risk by depending on referrals from local welfare offices, providers are guaranteed the enrollment payments for at least 75% of the proposed enrollment figures.

Source: <http://www.dpw.state.pa.us/>

8. Fairfax County, VA has contracted with MAXIMUS for welfare-related workforce development services for two and a half years, and has revised the incentives and contract scope based on "lessons learned." MAXIMUS receives a fixed monthly payment to provide a range of job-related services, with additional incentive payments available both on a per-job-placement basis according to the wages the client receives in the job, and on an aggregate basis. For example, a \$2,500 performance payment each month goes to MAXIMUS if 75% of clients are employed, if 77% retain their jobs for 90 days, or if the average hourly wage is \$6.70 per hour or more.

Source: <http://www.co.fairfax.va.us/service/dfs/>

## OTHER ISSUES

### A. Client-Centered Service Delivery

1. *Client Perceptions* - Based on interviews with 60 TANF recipients in Lansing, Michigan, this study ascertains the dominant criteria by which caseworkers are judged positively or negatively by their clients. Caseworkers who act respectfully, present all of the opportunities of the program up front, and respond quickly to phone calls are the ones proven to be most effective in helping their clients. Suggestions are made for sensitivity training and advocating caseworker approaches that empower clients in decision making and that build on client strengths.

Source: *Anderson, S. G. (2001). Welfare Recipient Views About Caseworker Performance: Lessons for Developing TANF Case Management Practices. Families in Society, 82 no. 2. 165-75.*

2. *Client Satisfaction* - Florida uses this client survey in English and Spanish to measure satisfaction in the areas of service delivery, complaint handling, schedule, time spent, understanding, and respect.

Source: <http://www.healthyfamiliesfla.org/resources/ParticipantSatSurvEngSpa.zip>

3. *Confidentiality and Information Sharing* - Florida uses these forms and protocols to ensure standards of confidentiality and information sharing in the areas of informed consent, interagency agreements and memoranda of understanding, staff training, and protocols.

Source: [http://www.healthyfamiliesfla.org/resources/staff\\_confidentiality\\_forms.zip#](http://www.healthyfamiliesfla.org/resources/staff_confidentiality_forms.zip#)

4. *Consent* - Florida uses these forms and protocols for informed client consent in the areas of Hospital Admit Consent, Participant Agreement (English & Spanish), Participant's Rights (English & Spanish), Initial Contact Form (English & Spanish), Authorization for Exchange of Information (English Creole & Spanish), Authorization of Release (English & Spanish), Confidentiality Policy Form (English & Spanish).

Source: [http://www.healthyfamiliesfla.org/resources/staff\\_confidentiality\\_forms.zip#](http://www.healthyfamiliesfla.org/resources/staff_confidentiality_forms.zip#)

### B. Culturally Appropriate Service Delivery

1. The Prince William County Department of Social Services in Virginia shifted from a hierarchical structure to a self-directed team environment in response to TANF. Cross-functional teams were established in order to reset processes. Frontline workers were given the freedom to make decisions in order to respond quickly to clients' needs. Agency officials identified champion employees who were willing to take the leap and lead others through this change initiative. From there, a guiding coalition surfaced. Staff were trained on how a self-directed team structure would change the way they do work. Employees were also reoriented to focus on the big picture—serving clients as quickly and effectively as possible. Ultimately, employees were given the option to choose alternative employment if they were not willing to be change agents. Since restructuring, the agency usually ranks second or third in the statewide annual benchmarking exercise.

Source: <http://www.pwcgov.org/default.aspx?topic=040041>

## **C. Promoting Marriage**

1. *Family Strengthening* - The Building Strong Families (BSF) project uses validated interventions with TANF client unwed couples who are interested in marriage, beginning during pregnancy or around the time of their child's birth. The program is designed to help such couples strengthen their relationship, achieve a healthy marriage if that is the path they choose, and thus enhance child and family well-being. The program is designed around two main components: 1) providing marriage and relationship skills education; and 2) providing a variety of family support services that help low-income couples sustain a healthy relationship, i.e., help to improve parenting skills or identifying services to address problems with employment, health and mental health, or substance abuse.

Source: <http://www.buildingstrongfamilies.info/Contact/index.htm>

5. *Family Formation* - The Encouraging Family Formation program uses TANF funds to create stable family units, improve parenting and communication skills and help parents to return to work after the birth of their baby. The program also includes the development of a family formation and fathering curriculum. Classes at each site vary in content, but each consists of a minimum of 24 hours of classes.

Source: <http://www.michiganfamily.org/purpose.htm>

6. *Marriage Initiative* - The Oklahoma Marriage Initiative includes: 1) Establishing a marriage resource center; 2) Marriage strengthening programs; 3) Public education; 4) Youth outreach on the virtues of marriage; 5) Encouragement of pre-marital counseling; 6) Integration of pro-marriage activities into existing social service delivery systems; and 7) Statewide training/service delivery system for non-profit providers who can offer premarital counseling, skills training and other marriage education services.

Source: <http://www.okmarriage.org/>

## **D. Promoting Education for Children**

1. The School Attendance Demonstration Project (SADP) was authorized by the California Department of Social Services under a Federal waiver. The project required that 16 to 18 year old recipients of Aid for Dependent Children AFDC attend school on a full time basis as a condition of AFDC. The goal was to decrease truancy and increase graduation and, subsequently, employability. Although the program was not been as successful as had been hoped, the researchers suggested that the program's shortcomings could be alleviated if the program had been targeted at younger students.

Source: <http://www.childtrends.org/Lifecourse/programs/SchoolAcademicProgram.htm>

## **E. Service Co-Location**

1. *Public and Private* - Delaware's Division of State Service Centers coordinates 14 multi-service facilities across the state in which public and private agencies related to health and human services are co-located. More than 160 programs and services are offered, although each center tailors its menu of services to the needs of the community. The division has conducted cost-benefit analyses demonstrating administrative savings from co-location. The centers also can track clients across the range of programs.

Source: <http://www.dhss.delaware.gov/dhss/dssc/index.html>

2. *Profit and Non-Profit* - In Montgomery County, Ohio, more than 40 local agencies, non-profits and businesses offering services related to welfare, health, housing, children, employment and veterans are all housed at a single Job Center, which also includes on-site training from a community college. Goodwill Industries is coordinates case management services related to employment. Other notable features include integrated work teams, a common reception area, a shared case management protocol and an on-site child care playroom.

Source: <http://www.co.montgomery.oh.us/>

3. *Child Support* - In 16 counties in Virginia, the Division of Child Support Enforcement has placed child support staff in local welfare offices so that child support staff can work with clients during the intake and eligibility re-determination processes to secure cooperation in locating non-custodial parents and establishing and enforcing child support orders. In some rural areas where co-location is not cost-effective, video teleconferencing is being piloted.

Source: <http://www.dss.state.va.us/printer/family/dcse.html>